

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: Carbon High School

District: Carbon

Target Group: Potential and current AP Students

Target Group selection is based upon the following data/information/school improvement goals: In accordance with the AP Incentive Grant Goals and Objectives

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
Increase enrollment in AP courses	Lifelong learning (DRSL)	Handouts and information from district AP meetings	Fall of 2004 to Spring of 2010	9 th – 266 10 th – 271 11 th – 239 12 th – 227 Total – 1003	SEOP meetings and pre-registration activities with counselors, parents, in student conferences, sophomore orientation and registration. Also in English, History, Science and Math classes.	Compare enrollment numbers beginning with the 2004-05 school at 298 to the 2006-07 school year with an enrollment of 365 students
Increase participation in AP exams	Earn high school & college credit	Classroom AP & college presentations, send mailers and flyers	Fall of 2004 to Spring of 2010	11 th – 120 12 th – 95 Total - 215	Teachers in AP Calculus, Biology, English Language and English Literature encouraged students to participate in exams.	Compare Annual AP exam participation beginning with the 2004-05 school year with 109 tested out of 210 enrolled in AP courses to the 2006-07 school year with 119 testing out of 215 enrolled in AP courses.

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Carbon High School

District: Carbon

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
All Junior and High School counselors	9 th through 12 th grades	Handouts and information from district AP meetings. Beginning with SEP's in the Junior Highs and continuing with SEOP's at the High School as well as during registration at each grade level. This will be an ongoing process.	Fall of 2004 to Spring of 2010	9 th – 248 10 th – 266 11 th – 271 12 th – 239 Total – 1024 Enrolled in AP courses: 11 th – 120 12 th – 95 Total – 215 Enrolled in AP prep English: 10 th - 158	Because of a "push" in Junior High for students to enroll in pre-AP courses at the 9 th grade level our enrollment in the High School AP prep and AP courses have increased since 2004-05 from 298 to 373 in 2006-07.	Our school saw an increase in AP enrollment from 298 in 2004-05 to 373 in 2006-07. In the '06-'07 school year we did not have an AP U.S. History course. With the implementation of a pre-AP history course in the Junior Highs we will be able to offer an AP U.S. History course in the '07-'08 school year. The number of AP exam participants has increased from 52% in 2004-'05 to 56% in 2006-'07. Taking AP exams in 2004-05: 10 th – 4 11 th – 55 12 th – 18 Total – 77 (taking 109 exams) Taking AP exams in 2006-07: 119 exams taken (Breakdown not available)	With the implementation of pre-AP courses at the Junior High level beginning in the 9 th grade with English and history, our district English departments have seen the results and benefits of students who enroll in these courses. They have improved study habits, test scores and more parent involvement with their students education.

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

School: Carbon High School

Target Group: 9 through 11th grades potential and current AP students.

Target Group selection is based upon: In accordance with the AP Incentive Grant Goals and Objectives.

ABSTRACT

The purpose of this study is to assess the effects of implementing pre-AP courses in the junior high schools. Data is collected from AP enrollment numbers and students who participated in the AP exams from the fall of 2004 and will conclude in the spring of 2010. In 2004-05 there were 298 enrolled in AP courses compared to 373 in 2006-07. In 2004-05 there were 109 AP exams taken compared to 119 exams taken in 2006-07. Because of a “push” in the Junior High’s to take pre-AP courses in English and History we will be able to offer an AP U.S. History class next year which we were not able to have this year.

PROJECT DESCRIPTION

Introduction

- Students who take AP courses have improved study habits, test scores and more parent involvement with their students education.

Participants

- 1024 students
- All students 9th through 12th grade are given the opportunity to enroll in pre-AP and AP courses.

Method

- Our objective is to increase enrollment in AP courses and participation in AP exams.
- Fall 2004 to Spring 2010
- Junior High English and History classes and High School English, History, Math and Science classes.
- Compare enrollment and exam participation numbers from fall 2004 to present.
- Junior and High school counselors
- Handouts and information from district AP meetings, classroom presentations and flyers.

RESULTS

Our school saw an increase in pre-AP and AP enrollment from 298 in 2004-05 to 373 in 2006-07. In the '06-'07 school year we did not have an AP US History course. With the implementation of a pre-AP history course in the junior highs we will be able to offer an AP US History course in the '07'08 school year. The number of AP exam participants has increased from 52% in 2004-05 to 56% in the 2006-07 school year.

DISCUSSION

With the implementation of pre-AP courses at the Junior High beginning with English and history, we have seen an increase in enrollment in AP courses as well as an increase in those participating in the AP exams at the high school level. Our district English departments have seen the results and benefits of students who enroll in these courses. They have improved study habits, test scores and more parent involvement with their students education. In discussing how school is going for those in colleges and universities we have found that their study habits are better and their course work has been easier. For those who have scored 3 or above they have been able to receive college credit for their AP courses taken in high school. This has been a great relieve to them knowing that they are able to accelerate their educational process and begin working on their major course work earlier.

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: _____ Carbon High School _____ District: _____ Carbon _____

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
M. Swenson	21 students who had not yet passed sections of the UBSCT. These students were also students with IEP’s or Resource students.	A class was created where the students were enrolled. This class reviewed all three sections of the UBSCT and was in addition to regular English or Math class scheduling.	August 25, 2006 through March 16, 2007.	21 students, all affected by the intense UBSCT remediation information.	Scores from previous testing as well as score sheets were used as the pre-test data. Post-test data comes from the October and February UBSCT testing, 2006-2007.	After the intense UBSCT remediation, results from the October testing showed that of the 21 students testing in 55 areas, 9 students passed 12 sections. Most scores rose markedly. The February testing of the additional 43 areas yielded 13 more sections passed with 8 not attempted because of transfer, or drop out. Scores increased again. Three of eleven seniors graduated passing all sections. Eight were 11 th graders who will need to attempt the test again next year.	The data suggest that the UBSCT remediation course for students was very helpful and productive. The course increased scores and students who would have not likely passed sections, without the class did pass. Students in the course were pleased with their results. The class also increased the students awareness of their abilities and the UBSCT test.

Principal’s Signature

Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.

Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

Carbon High School

Target Group: Students needing to pass one or more sections of the UBSCT

Target Group selection is based upon: Students have an IEP or are in resource and need to pass one or more sections of the UBSCT.

Abstract

The purpose of this activity was to assist students in learning strategies needed in order for them to pass the Utah Basic Skills Competency Test. These 21 students have IEP's and are all in resource classes. This group of students have historically had a very hard time with the concepts on the UBSCT. Several were seniors. Students were enrolled in a class which covered UBSCT concepts in all three areas. Post test data was student performance on the October and February administrations of the UBSCT. Student scores increased in the February administration more than in the October testing. The data suggests the course was helpful to students. It is evident that this type of course can increase scores for students.

Project Description

Introduction:

- Students will show competency in all 3 sections of the UBSCT

Participants:

- 18-25 students will be affected.
- Target group will be students who have IEP's and have not yet passed all sections of the UBSCT.

Method:

- A class was created to allow for intense UBSCT remediation in needed areas.
- A teacher was hired for the class by the district special education department.
- Start date – August 25th, 2006 through end of 3rd quarter – March 16th, 2007.
- Pre test data is previous UBSCT scores, post test is October and February UBSCT scores.
- Counselor, Melissa Swenson
- Teacher was provided with each individual score sheet from previous testing and noted the student's deficiencies. She then worked with students in each area as well as test taking skills to prepare them for testing.

Results

After the intense UBSCT remediation, results from the October testing showed that of the 21 students testing in 55 areas, 9 students passed 12 sections. Most scores rose markedly. The February testing of the additional 43 areas yielded 13 more sections passed with 8 not attempted because of transfer, or drop out. Scores increased again. Three of eleven seniors graduated passing all sections. Eight were 11th graders who will need to attempt the test again next year. The student's behavior toward the test changed as they prepared and worked in class. Successes were celebrated.

Discussion

The data suggests that the UBSCT remediation course for students was very helpful and productive. The course increased scores and students who would have not likely passed sections, without the class, did pass. Students in the course were pleased with their results. The class also increased the student's awareness of their abilities and the UBSCT test as well as test taking skills. A student who had attempted the test once before and scored a 155 and 158 in Reading and Math respectively, scored an marked increase to 167 and 169 in Reading and Math respectively on the next testing. Another student had attempted the Math with previous scores of 158, 151 and 152 passed with a huge 172 on the February administration, just in time for graduation. And, a third students scores rose from 149 and 141 in Writing, and 150 and 154 in Reading to passing scores of 162 in Writing and 163 in Reading. These were great successes for the students and the teacher. Other teachers were informed of the results of these 21 students and were encouraged to gather their student's score sheets to better prepare them in their classrooms. The hope is that these improvements will continue by having the class available.